



Year 5 - Week beginning 27.4.20



Texts and resources can be found at the bottom of this plan, on the school website or collect a printed one from the school office

Please use your orange journal to record any learning (remember you can share any work you are really proud of on our Twitter or Facebook pages 😊)

Day	Spelling	Reading	Writing Focus: writing a report about Plastic Pollution	Maths	Creative
1	<p>Focus: Year 5/6 statutory spelling words</p> <p>Task: Ask someone in your house to use the Going for Gold booklet to test your reading and spelling of the 1-50 year 5/6 statutory spellings.</p>	<p>https://www.literacyshedplus.com/english/resource/stage-5-reading-packs</p> <p>Read the text 'The Wexbridge Crier'.</p> <p>Task: Make a note of the words that you don't know the meaning of and try to find out what they mean. Write their meanings in your journal. EXT: Can you use these words in a sentence of your own?</p>	<p>Task: Read the 'Plastic Pollution' report (attached).</p> <p>Select information from the report which can be added to your notes from Friday to further enhance them and add more detail.</p> <p>Ext – can you highlight some of the technical words and define them? These are words which you can use in your own report on Plastic Pollution.</p>	<p>White Rose Home learning – Week 2- Lesson 1: Rounding Decimals</p> <p>https://whiterosemaths.com/homelearning/year-5/</p>	<p>Science To recognise the stages of development and needs in childhood.</p> <p>Task: Think – What things can a newborn baby do for itself? How does this differ from the newborn babies of animals? How have you changed since you were a baby? – think about your body, feelings, diet, your friends and the help you need. Bullet point some ideas for each of the above. Use the growth and development of children 0-11 sheet to help you write a report using the how children grow sheet.</p>
2	<p>Task: Ask someone in your house to use the Going for Gold booklet to test your reading and spelling of the 51-100 year 5/6 statutory spellings.</p>	<p>Re-read The Wexbridge Crier.</p> <p>Task: Complete the retrieval focus (5 questions) and write this in your journal.</p>	<p>Task: Complete a Purpose & Audience grid:</p> <ol style="list-style-type: none"> 1. Who is the intended audience for your report about Plastic Pollution? What is its purpose? 2. What effect do you want your report to have on the reader? 3. What ingredients (features) will you 	<p>White Rose Home learning – Week 2- Lesson 2: Order and Compare Decimals</p> <p>https://whiterosemaths.com/homelearning/year-5/</p>	<p>Geography Look at a map of York city centre and identify key places, tourist attractions and historic buildings.</p> <p>https://markspitzerdesigns.files.wordpress.com/2014/07/york-england-tourist-map_1000.jpg</p> <p>Create a list of key places,</p>

			include in your report in order to achieve this effect? 4. What will be your key vocabulary?		<p>tourist attractions and historic buildings.</p> <p>Say which ones you would like to visit/find out more about and why.</p>
3	<p>Task: Identify 5 to 10 words that you spelt incorrectly on the first two days. Practise these words, you could draw the words, use sound buttons, Look Cover Write Check or make a fortune teller to help you remember them.</p>	<p>Re-read to remind yourself of what happened in The Wexbridge Crier.</p> <p>Task: Answer the Vipers questions in your journal.</p> <p>EXT: Can you highlight/underline the following words in the text and think of a synonym for each. muted panic allies cool damaged</p>	<p>Task:</p> <p>Plan your Plastic Pollution report:</p> <p>Organise your notes into sections with sub-headings</p> <p>Plan the structure of your report in a logical and organised way (introduction, main paragraphs, conclusion)</p> <p>Use the Features Key (attached)</p> <p>Refer to your P&A grid to keep on track</p>	<p>White Rose Home learning – Week 2- Lesson 3: Understand Percentages</p> <p>https://whiterosemaths.com/homelearning/year-5/</p>	<p><u>Art</u></p> <p>Sketch a picture of one of the historic landmarks/buildings in York that you wrote about yesterday.</p>
4	<p>Task: Identify another 5 to 10 words that you spelt incorrectly on the first two days. Practise these words, you could draw the words, use sound buttons, Look Cover Write Check or make a fortune teller to help you remember them.</p>	<p>Text: The Wexbridge Crier.</p> <p>Task: Fact or opinion? What is the difference between fact and opinion? Re-read the text.</p> <p>Create a list of facts and a list of opinions from the newspaper report.</p>	<p>Task:</p> <p>Compose the first paragraph of your report on Plastic Pollution (the introduction)</p> <p>You might find that looking at pictures of plastic pollution will inspire your prose; you could also read the introductory paragraph of other reports to familiarise yourself with the writing style.</p>	<p>White Rose Home learning – Week 2- Lesson 4: Percentages as fractions and decimals</p> <p>https://whiterosemaths.com/homelearning/year-5/</p>	<p><u>Music</u></p> <p>Compose a chant and/ or a rhythm you can clap or play on a musical instrument for the Thursday night Key Workers' Clap. (see DT task for making a musical instrument on which to play your rhythm!)</p>

5	<p>Task: Complete the crossword.</p>	<p>Task: Imagine that you are the brave pigeon, G. I. Joe (or Winkie).</p> <p>Write a speech giving an account of your heroic mission!</p>	<p>Task: Begin to write the main body of your report on {Plastic Pollution.</p> <p>Refer to your P&A grid, report plan and features key.</p> <p>Use subheadings and interesting layout features like underlining, fact boxes and bullet points.</p>	<p>White Rose Home learning – Week 2- Lesson 5: Equivalent FDP</p> <p>https://whiterosemaths.com/homelearning/year-5/</p>	<p>DT Lots of you are supporting carers and the NHS by clapping on Thursdays at 8pm. Instead of clapping can you design and make an instrument to use? Think of materials you have available. Design your instrument, make sure it includes drawings and labels. Make your instrument and if possible take a picture of it. Enjoy using your new instrument!</p>
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Don't forget.....Our science blog gives some brilliant things to try at home
<https://grpsscienceblog.wordpress.com/>

The Wexbridge Crier

19th October 1943

BRAVE YANK FLIES TO THE RESCUE

Pigeon Powers Through

At just after 9 am yesterday, an American soldier flew to the rescue of hundreds of British soldiers. G.I. Joe, a homing pigeon trained by the Signal Pigeon Corps in the USA, was responsible for one of the most daring, last-minute rescues ever seen.

Acting on earlier orders, the 169th Brigade had stormed the Italian village of Calvi Vecchia. Their target was the remaining German soldiers who still held it in a tentative grip. To aid their mission, air-support was to be provided by the US Air Force.

It came as quite a shock when the Allied troops were able to take back the town far ahead of schedule. However, what should have been a time for muted celebration quickly turned to one of panic.

"We knew the Yanks were on their way to us, but the damned radio had packed in. We had no way of letting them know we had taken the city. No way to stop them sending their bombers," Private J.L. Pickard said on his return to base.

With hundreds of villages and nearly a thousand soldiers now at risk of being bombed by their allies, thoughts quickly turned to how else to solve the problem.

Fortunately, cool heads prevailed and the brave pigeon was called upon. A message was dispatched to the air base 20 miles away. In the end, G.I. Joe covered the distance in 20 minutes, flying at an amazing 60mph.

It was almost too late. It was only as the planes were warming up that the news arrived. Luckily,



it was joyously received, and the raid cancelled.

We reached out to the general in charge at the time. He said that with radios constantly in and out of service, pigeons like G.I. Joe are often the most essential form of communication. This isn't the first time that a pigeon has saved the lives of men.

Last year, a stricken RAF bomber ditched into the freezing waters of the North Sea. With their plane's radio damaged, the men resorted to the homing pigeon that they carried aboard for such an eventuality.

That time, it was a bird named Winkie who flew over 120 miles to her home loft. There, the RAF was able to use the time taken from the plane ditching to her arrival to rescue the pilots within 15 minutes!

At the Wexbridge Crier, we'd love to hear about any animals that you know of that have helped with the war effort. Send your information to PO Box 42, Wexbridge, Leicestershire.

By M. Withers - War Correspondent

RETRIEVAL FOCUS

1. What date was the newspaper written?
2. How many soldiers were saved by G.I. Joe?
3. Why did they have no way of letting the Yanks (Americans) know they had taken the town?
4. How long did it take to rescue the pilots after Winkie's message?
5. Where did the RAF bomber crash?

VIPERS QUESTIONS

S

How did the soldiers feel when they first took back Calvi Vecchia? How did this change?

V

Which word explains that the news arriving at the air base was good news?

E

Explain how the problem at Calvi Vecchia was solved.

P

How else do you think animals might have been used to save people in World War II?

V

What are "allies"?

Kids Against Plastic - Plastic Pollution

What is plastic and why is it useful?

Plastic is a synthetic material and almost all plastics are made from petrochemicals –chemicals that are made from oil or natural gas that are found deep underground. Most plastics are polymers, which means that they are made from many different components (*poly* means *many*). Chemicals from oil are therefore mixed with other chemicals to make different plastics. Polymers have an advantage because scientists can vary them to have different properties so that different plastic polymers are suitable for many different uses: this is why there are such a wide range of plastics. Mobile phones, shopping bags, chairs, furniture, water bottles and even clothes can all be made of plastic. What other uses do you know for plastic?

Plastics are very useful materials because they can be moulded into many different shapes. They can be quite cheap to make and they last for a long time so most plastic objects can be used repeatedly. As well as being reusable, some plastics can be recycled. This means that old plastic is broken down by machines and used to make new objects. For example, some plastics can be recycled to make furniture, plastic bins and even clothing such as fleeces. However, many plastic items are thrown away after just one use (single-use plastic) and this is costly and wasteful because manufacturing plastic uses a lot of oil, which is a useful natural resource and the process also uses a lot of water and heat energy. If we simply throw plastic items away after just one use, it is a huge waste of natural resources. The British Government* say that 13 billion plastic bottles are used every day yet only 7.5 billion are recycled.

What happens to plastic when it is thrown away?

Some plastics cannot be recycled. Some of these plastics are burned in incinerators but most of them are buried underground in huge holes called landfill sites. Most other waste, such as leftover food or paper, biodegrades (breaks down) quite easily and small creatures called microbes can eat the waste and help it to decompose. However, no creatures can eat plastic and it does not break down, or biodegrade, easily so plastic that is buried can stay underground or in environments such as rivers and oceans for many years.

What is plastic pollution and why is it harmful?

Plastic pollution mean pieces of plastic that have been thrown away are found in rivers, in soil, on the beach or in the sea. Plastic pollution not only looks horrible but it can damage the environment and harm animals and wildlife too. Some plastic pollution is made of large pieces of plastic like bottles or plastic bags but sunlight and the action of moving water, such as rain or the sea, can make plastic break down into smaller pieces, called microplastics, and these can be buried in the soil or float in rivers and seas without biodegrading.

While recycling seems like an environmentally-friendly solution, items such as plastic bottles are often down-cycled and broken down into small pieces to be used to make carpets or fleeces. This seems like a positive use of these plastics but when items such as synthetic fleeces are cleaned, tiny plastic fibres are washed into the waterways and they cannot be filtered out so they end up in rivers, lakes and oceans.

When plastic pollution reaches rivers and seas, the results for habitats and wildlife can be disastrous. Large pieces of plastic like nets, bottles and bags can trap or injure animals. Microplastics or small plastic fibres can look like food to marine creatures, such as fish or even microscopic plankton so they eat these plastics that contains chemicals and toxins. With tummies full of plastic these creatures are deprived of nutrients that they would usually get from their

natural food and eventually, some animals die because they have swallowed so much plastic. In addition, it should be considered what the effect could be on humans as they eat fish and other creatures that have been contaminated by toxins from plastics.

What can we do to help?

Join the *Kids Against Plastic* campaign and see if you can help by following these three simple steps:

1. Reduce your use of plastic. That means try to use other materials instead of plastics. Try to refuse the 4 main plastic polluters: plastic cups, plastic straws, plastic bags and plastic bottles and use reusable items instead.
2. Pick up litter! Join the *Kids Against Plastic* goal to collect 100,000 pieces of single-use plastic
3. Can you become a 'Kid Against Plastic'? Find out as much as you can about the effects of plastic pollution and help to tell others and involve them in reducing the use of single-use plastic.

References

* House of Commons Environmental Audit Committee (2017) *Plastic bottles: Turning Back the Plastic Tide*
<https://publications.parliament.uk/pa/cm201719/cmselect/cmenvaud/339/339.pdf>

Non-Chronological Report Text Features Key

Text Title: _____

Here are the features of a report text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'present tense verbs' box in red, then use the **same** colour to underline examples of the present tense in your text.



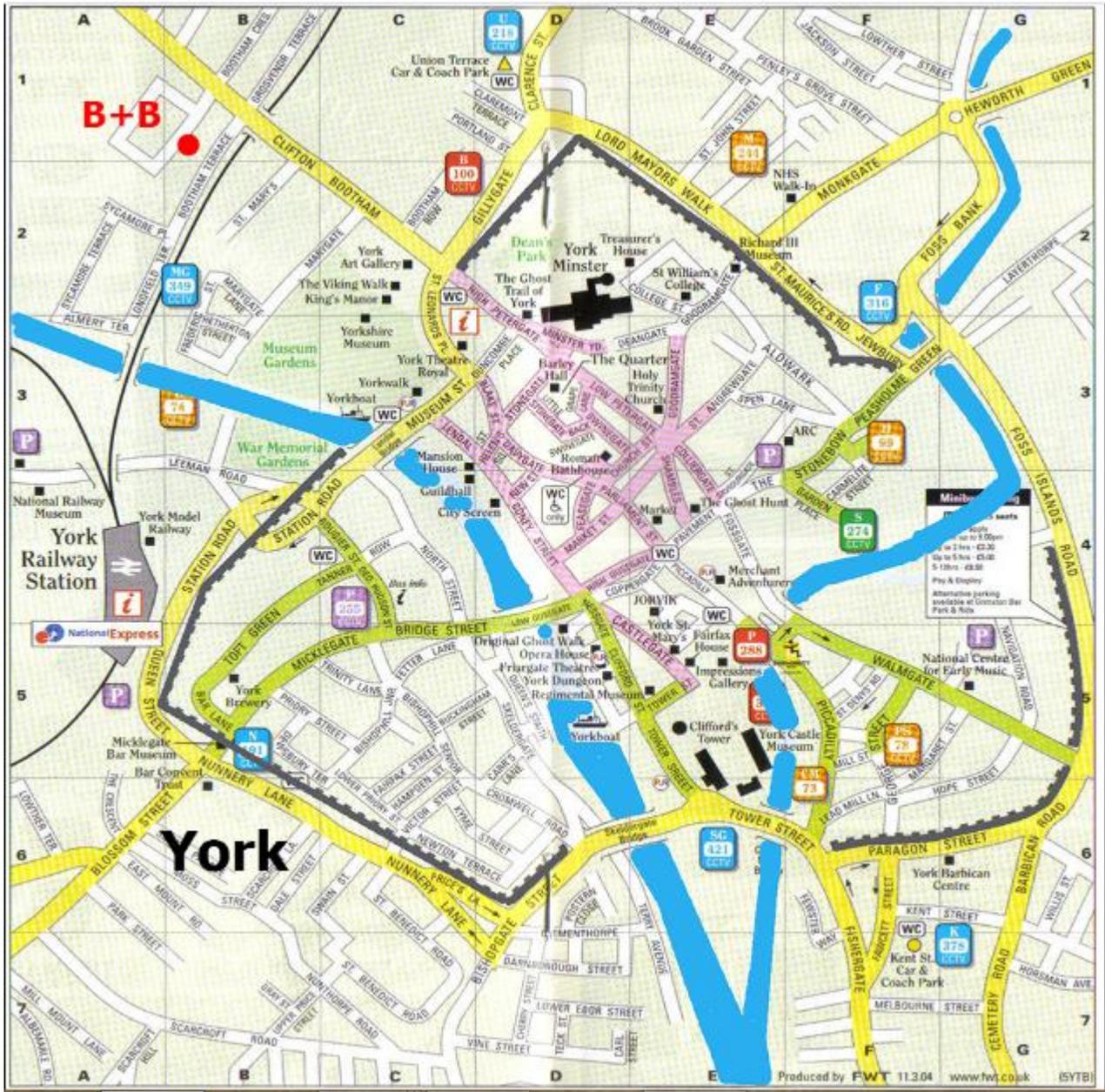
	Topic title covers the whole subject.		Non-chronological reports use factual language .
	Brief introduction paragraph gives who/what/where overview.		Present tense verbs (unless it is a historical report, then it would be past tense).
	The information is organised into paragraphs .		Technical language may be explained in a glossary.
	Each category has a sub-heading .		Third person makes it impersonal.
	Some information may be in fact boxes or bullet-point lists.		Non-chronological reports have a formal tone .
	Extra details support the main points.		General language , not particular examples.



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GR1



B+B

York

The growth and development of children 0-11 years.

0



11

**0-6
months**

- Completely dependent on parents
- Cannot walk, crawl or sit
- Cannot feed themselves

- Need parents to clothe them

**6 months
- 2 years**

- Brain and body grow quickly
- Grow teeth
- Can grip and hold things

- Recognise parents
- Start to crawl, then stand and walk
- Smile and laugh

2-4 years

- Teeth grow fully
- Eat solid food
- Curious - learning lots

- Walk and climb stairs
- Learned to talk
- More than tripled in weight

4-6 years

- Growth slows down a little bit
- Limbs longer and stronger
- Learning to read and write

- More active; coordination, strength and stamina improving

**6-11
years**

- Grow taller and stronger
- Brain develops to handle complex ideas and greater challenges

- Friends are very important
- Can be a bit emotional
- Better strength and stamina

How Children Grow

Introduction

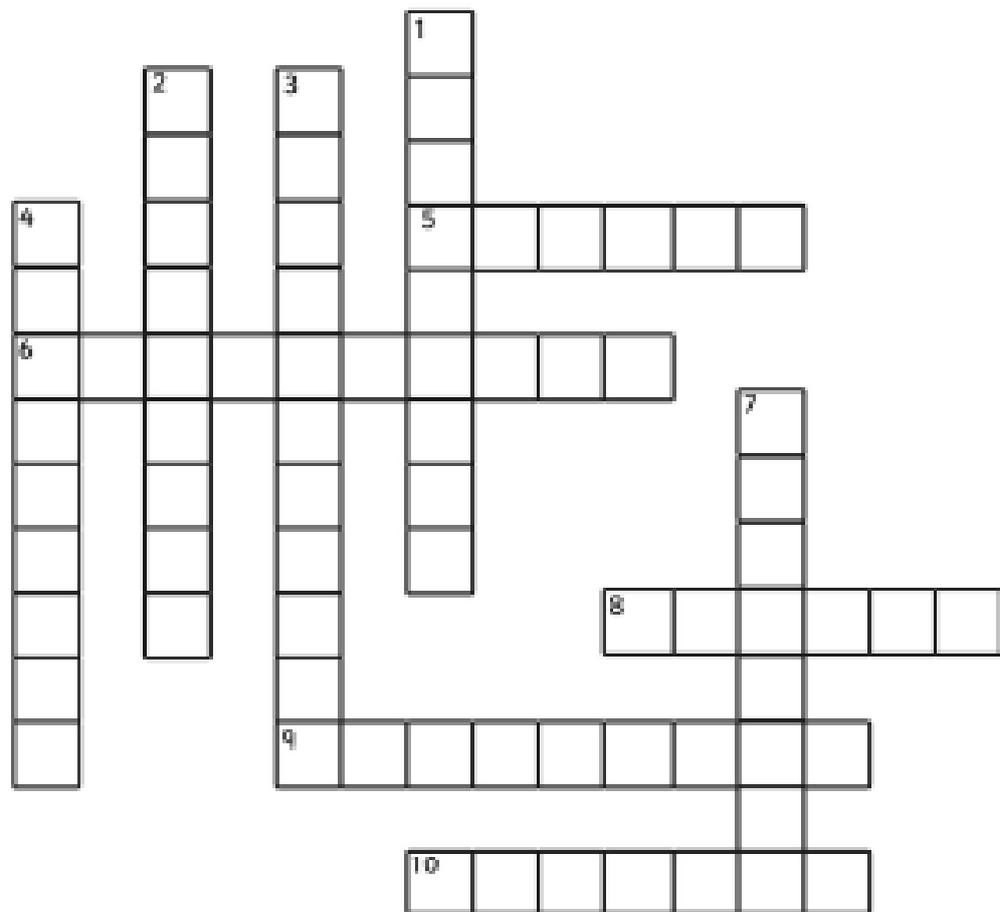
Newborn Babies

Infants (from around 6 months old)

Young Children (4-6 years old)

Older Children (9-11 years old)

Year 5-6 Statutory Spelling List Crossword #1



Across

5. To fill up.
6. To match or agree almost exactly.
8. Contracts to produce movement.
9. The state of being.
10. By which someone travels in or on.

Down

1. To go along or in company with.
2. Obstruction to something or someone
3. A measure of the warmth or coldness
4. In the opinion of.
7. Relating to the body.

Year 5 and 6 Spelling Booklet

Name _____



Year 5 and 6 Spelling Booklet

In this booklet, you will find all the words from the Year 5 and 6 spelling list. When you have learnt each word in a list, ask a grown-up to test you to see if you can spell the word aloud and also write the word. If they agree that you have mastered the spelling of that word, tick both boxes by the spelling. Once you have completed a whole column you have achieved a gold medal! Colour in the medal to show your achievement.



Tick this column if you can spell the word aloud.



Tick this column if you can write the word independently.

Year 5 and 6 Guide

Going for Gold Spelling Booklet

This booklet is a great way to break down the Year 5 and 6 statutory spelling list into bite-size chunks, which will make it easier for your child to learn. Children are expected to know how to spell these words by the end of Year 6 as some will form part of their SAT spelling test. These words will be taught in class too but this booklet is a great method to record which words your child can already spell and which words you need to focus more upon.

How to use this booklet

Focus on one column at a time and try to learn the words in that column with your child. You can practice these words using any method you like (the more fun it is, the more likely your child will retain them!). For further ideas on spelling activities, please see the following resource on the Twinkl website: [Spelling Support for Parents: Games to Play at Home Guide](#)

Mastering a spelling

Once you are confident that your child can both spell the word aloud and write it independently, then you can allow your child to tick both the boxes for that word to show that they have mastered spelling this word. Once they have completed a full

column, they receive a gold medal! By breaking down the spelling list into smaller lists, your child will find these words more manageable and they will have a sense of achievement each time they complete a list, which will build their confidence.

My child struggles with spelling

If your child finds it difficult to spell words, break each list down into smaller parts so that they feel a sense of achievement. You could explain that they get a bronze medal for learning three words on the list, a silver medal for six and then a gold medal for all ten.

You may find you have to focus on one word at a time depending on your child's level of ability. That's fine to do that! Remember, children are expected to learn how to spell these words over a two-year period. You want your child to feel confident spelling these words, even if they need to do it one at a time.



Year 5 and 6 Spelling List (1-50)

Become a champion speller by going for gold! To get a gold medal for each column, you need to be able to spell aloud and write the listed words. Tick the speaking column to show you can spell it aloud and the writing column to show you can write the word correctly. Once you have done this, you have achieved gold! Once completed, shade in the gold medal below each column to show your achievement.



accommodate	available	competition	determined	excellent	
accompany	average	conscience	develop	existence	
according	awkward	conscious	dictionary	explanation	
achieve	bargain	controversy	disastrous	familiar	
aggressive	bruise	convenience	embarrass	foreign	
amateur	category	correspond	environment	forty	
ancient	cemetery	criticise	equip(ped)	frequently	
apparent	committee	curiosity	equipment	government	
appreciate	communicate	definite	especially	guarantee	
attached	community	desperate	exaggerate	harass	



Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	